

Teacher's Scoring Guide



English/Language Arts
Applied Skills Assessment

Spring 2006
Graduation Qualifying Exam Retest

Indiana Statewide Testing for Educational Progress

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INTRODUCTION

The *ISTEP+* GQE Retest was administered during the spring of 2006 to students who entered high school (Grade 9) after August 2003. This test gave students another opportunity to pass the graduation qualifying examination. The GQE Retest consisted of two parts: (1) a multiple-choice section and (2) an applied skills section. Each part included two content areas (English/Language Arts and Mathematics). Students completed only the content area(s) of the test on which they did not previously meet the Indiana Academic Standards. The multiple-choice section of the GQE Retest was machine-scored. The applied skills section, which consisted of open-ended questions and a writing prompt, was hand-scored in Indiana during March and April 2006.

The results of both the multiple-choice section and the applied skills section were returned to the schools in May 2006. Copies of imaged student responses in the applied skills section were also returned to the schools in May 2006. It is the Indiana Department of Education's expectation that schools will take this opportunity to invite students and parents to sit down with teachers to discuss the results. To help in this process, the Indiana Department of Education has prepared the following *Teacher's Scoring Guide*. The purpose of this guide is to help teachers

- understand the methods used to score the GQE Retest Applied Skills Assessment, and
- discuss and interpret these results with students and parents.

In order to use this guide effectively, you will also need the Student Report and the imaged copy of the student's work.

For the GQE Retest, there are two scoring guides: English/Language Arts and Mathematics. In this English/Language Arts guide, you will find

- an introduction,
- a list of the English/Language Arts Grade 9 Indiana Academic Standards*
- rubrics (scoring rules) used to score the open-ended questions,
- anchor papers that are actual examples of student work (transcribed in this guide for clarity and ease of reading), and
- descriptions of the ways in which the response meets the rubric criteria for each of the score points.

When you review the contents of the scoring guide, keep in mind that this guide is an overview. If you have questions, write via e-mail (istep@doe.state.in.us) or call the Indiana Department of Education at (317) 232-9050.

*Because *ISTEP+* is administered in the fall, the GQE Retest is based on the academic standards through Grade 9.

INTRODUCTION TO THE ENGLISH/LANGUAGE ARTS WRITING ASSESSMENT

The ability to write clearly and effectively is more important today than ever. By asking students to write, educators send a clear message to students that the ability to organize one's thoughts clearly and logically and to use standard language (grammar) conventions is valuable. This is why the Indiana Department of Education developed a writing assessment for *ISTEP+*. The purpose of the writing task is to assess students' abilities to (1) communicate effectively in writing and (2) use correct language conventions (e.g., grammar, punctuation, and capitalization).

The writing assessments developed for *ISTEP+* are based on the recognition that writing is a process. For this reason, the writing tasks are aligned as closely as possible with the writing process.

Students

- **are given a writing prompt.**
The prompt describes what the students should write about. For example, students who took the GQE Retest were asked to write an essay in which they describe a person, a place, or an occasion to be honored with a commemorative stamp.
- **engage in pre-writing and drafting.**
Pre-writing and drafting are planning phases. During these phases, students begin to organize and put their ideas on paper. The pre-writing and initial drafts are not scored.
- **revise their writing.**
During the revision stage, students focus on the content, organization of ideas, and overall meaning of the writing. Students should ask themselves, "Does my writing say what I want it to say?"
- **edit their writing.**
The focus during the editing phase is on the correct use of paragraphing, grammar, spelling, punctuation, and capitalization. An Editing Checklist is provided in the test book to remind students to review their papers for these elements.
- **complete a revised and edited draft.**
The revised and edited draft is the completed student response. **Only this revised and edited draft is scored.**

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. **The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.**

RUBRICS FOR THE WRITING ASSESSMENT

A rubric is a description of student performance that clearly articulates the requirements for each of the score points. Scoring rubrics are essential because they ensure that all papers are scored objectively. Moreover, because the writing rubrics were developed by Indiana teachers, they represent those characteristics of writing that Indiana educators identify as important.

There are two types of rubrics used to score student writing on *ISTEP+*.

- **Writing Applications Rubric**

This rubric assesses the students' ability to communicate their ideas effectively. The Grades 6–12 Writing Applications Rubric has four major categories: (1) Ideas and Content, (2) Organization, (3) Style, and (4) Voice. Under each major category there are specific criteria that describe the category more fully. For a detailed description of the categories and the scoring criteria for each of the six performance levels, see the Writing Applications Rubric on pages 10 through 15.

- **Language Conventions Rubric**

This rubric assesses students' abilities to use paragraphing, grammar, usage, spelling, punctuation, and capitalization. The Language Conventions Rubric is directly linked to the Editing Checklist in students' test books. For a description of the Language Conventions Rubric, see page 16.

In conjunction with the writing rubrics, anchor papers are used to score student writing. **Anchor papers are examples of actual student responses that meet the rubric criteria for a particular score point.** Anchor papers for Writing Applications and Language Conventions are shown on pages 21 through 30. These anchor papers have been transcribed for publication to make them clearer and easier to read.

Based on the rubrics and the anchor papers, each student paper receives two scores, one for Writing Applications and one for Language Conventions. Both of these scores are derived holistically. In holistic scoring, each paper is assigned the score points that provide the **best overall description of the performance**. In this scoring process, evaluators examine each response as a whole for the body of evidence of writing ability, rather than concentrating on any single factor, such as length of the essay or the number of errors contained in the writing.

Each score point covers a range of performance. The anchor papers presented in this guide represent the types of responses most commonly found at each score point level. These anchor papers also represent the most typical combinations of Writing Applications and Language Conventions scores (e.g., 6/4, 5/4, 4/4, 3/3, 2/2, 1/1). Other combinations of scores, though not as common, are also possible.

RUBRICS FOR THE WRITING ASSESSMENT (cont.)

If a response is unscorable, it is assigned one of the following condition codes:

- A Blank/No response/Refusal
- B Illegible
- C Written predominantly in a language other than English
- D Insufficient response/Copied from text
- E Response not related to test question or scoring rule

In addition to their function as a scoring device, rubrics are an effective instructional tool. We encourage teachers to use rubrics as a regular part of classroom instruction. Teachers may discuss the rubric categories, provide examples of the strategy/skill from published and student writing, model the strategy/skill that supports each category, and use the rubrics as a basis for teacher/peer/self evaluations. These activities will support student growth and allow students to enter the testing situation with confidence.

SCORING NOTE FOR LANGUAGE CONVENTIONS

In the writing prompt and extended-response question, students are not penalized more than once for a given error (e.g., a capitalization or punctuation error associated with a run-on sentence or sentence fragment).

ENGLISH/LANGUAGE ARTS

GRADE 9 INDIANA ACADEMIC STANDARDS

❑ **READING: Word Recognition, Fluency, and Vocabulary Development**

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

❑ **READING: Comprehension**

Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate authors' arguments and positions. In addition to regular classroom reading, students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.

❑ **READING: Literary Response and Analysis**

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They conduct in-depth analyses of the themes of these works.

❑ **WRITING: Process**

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).

❑ **WRITING: Applications**

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4—WRITING: Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

❑ **WRITING: English Language Conventions**

Students write using Standard English conventions.

❑ **LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

(Because this standard does not lend itself to a paper-and-pencil test, it is not currently assessed by ISTEP+.)

NOTE: This page provides an overview of the Indiana Academic Standards. The IDOE Web site at www.doe.state.in.us contains a complete version of the Indiana Academic Standards, which may be downloaded.

WRITING APPLICATIONS OVERVIEW

Grades 6–12

Overview of the Writing Applications Rubric

This rubric summarizes the scoring requirements for each of the six performance levels. To determine the criteria for a specific score point, read across the rows.

For more detailed information about each of the six score points, refer to the Writing Applications Rubric on pages 10 through 15. For information about the Language Conventions Rubric, turn to page 16.

Score Level	Ideas and Content	Organization
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> fully accomplish the task? include thorough, relevant, and complete ideas? 	<ul style="list-style-type: none"> organize ideas logically?
5	<ul style="list-style-type: none"> fully accomplish the task? include many relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically?
4	<ul style="list-style-type: none"> accomplish the task? include relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically?
3	<ul style="list-style-type: none"> minimally accomplish the task? include some relevant ideas? 	<ul style="list-style-type: none"> exhibit an attempt to organize ideas logically?
2	<ul style="list-style-type: none"> only partially accomplish the task? include few relevant ideas? 	<ul style="list-style-type: none"> exhibit a minimal attempt to organize ideas logically?
1	<ul style="list-style-type: none"> fail to accomplish the task? include very few relevant ideas? 	<ul style="list-style-type: none"> organize ideas illogically?

Chart continues on page 9.

WRITING APPLICATIONS OVERVIEW

Grades 6–12

Chart continued from page 8.

Score Level	Style	Voice
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> exhibit exceptional word usage? demonstrate exceptional writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
5	<ul style="list-style-type: none"> exhibit very good word usage? demonstrate very good writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
4	<ul style="list-style-type: none"> exhibit good word usage? demonstrate good writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
3	<ul style="list-style-type: none"> exhibit ordinary word usage? demonstrate average writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
2	<ul style="list-style-type: none"> exhibit minimal word usage? demonstrate minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?
1	<ul style="list-style-type: none"> exhibit less than minimal word usage? demonstrate less than minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?

NOTE: The chart on pages 8–9 is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers and may be found on pages 10 through 15.

Writing Applications Rubric Grades 6–12

SCORE POINT 6

A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

Ideas and Content

Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea without going off on tangents?
- stay completely focused on topic and task?

Does the writing sample include thorough, relevant, and complete ideas? Does it

- include in-depth information and exceptional supporting details that are fully developed?
- fully explore many facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)?
- progress in an order that enhances meaning?
- include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?

Style

Does the writing sample exhibit exceptional word usage? Does it

- include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)?
- demonstrate control of a challenging vocabulary?

Does the writing sample demonstrate exceptional writing technique?

- Is the writing exceptionally fluent?
- Does it include varied sentence patterns, including complex sentences?
- Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it

- exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
- demonstrate a strong sense of audience?
- exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 5	
<p>A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.</p>	
Ideas and Content	
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide in-depth information and more than adequate supporting details that are developed? • explore many facets of the topic? 	
Organization	
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.) 	
Style	
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)? 	
Voice	
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)? 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Ideas and Content

Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

Does the writing sample include relevant ideas? Does it

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

Style

Does the writing sample exhibit good word usage? Does it

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

Does the writing sample demonstrate good writing technique?

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 3
<p>A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>
<p>Ideas and Content</p> <p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic?
<p>Organization</p> <p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)
<p>Style</p> <p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate average writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable?
<p>Voice</p> <p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing sample only partially accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- attempt a main idea?
- sometimes lose focus or ineffectively display focus?

Does the writing sample include few relevant ideas? Does it

- include little information and few or no details?
- explore only one or two facets of the topic?

Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Some words may be used incorrectly.)
- demonstrate minimal control of vocabulary?

Does the writing sample demonstrate minimal writing technique?

- Does the writing exhibit some fluency?
- Does it rely mostly on simple sentences?
- Is it often repetitive, predictable, or dull?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 1
<p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>
<p>Ideas and Content</p> <p>Does the writing sample fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Is it</p> <ul style="list-style-type: none"> • difficult for the reader to discern the main idea? • too brief or too repetitive to establish or maintain a focus? <p>Does the writing sample include very few relevant ideas?</p> <ul style="list-style-type: none"> • Does it include little information with few or no details or unrelated details? • Is it unsuccessful in attempts to explore any facets of the prompt?
<p>Organization</p> <p>Are the ideas in the writing sample organized illogically?</p> <ul style="list-style-type: none"> • Does it have only one or two of the three elements: beginning, middle, or end? • Is it difficult to follow, with the order possibly difficult to discern? • Are transitions weak or absent (e.g., without topic sentences)?
<p>Style</p> <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain limited vocabulary, with many words used incorrectly? • demonstrate minimal or less than minimal control of vocabulary? <p>Does the writing sample demonstrate less than minimal writing technique? Does it</p> <ul style="list-style-type: none"> • lack fluency? • demonstrate problems with sentence patterns? • consist of writing that is flat and lifeless?
<p>Voice</p> <p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate difficulty in choosing an appropriate register? • demonstrate a lack of a sense of audience? • lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Language Conventions Rubric Grades 9–12

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a superior command of language skills?
4	<p>A Score Point 4 paper exhibits a superior command of written English language conventions. The paper provides evidence that the student has a thorough control of the concepts outlined in the Indiana Academic Standards associated with the student's grade level. In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are generally of the first-draft variety or occur when the student attempts sophisticated sentence construction.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a superior command of capitalization conventions? • Does the writing sample demonstrate a superior command of the mechanics of punctuation? • Does the writing sample demonstrate a superior command of grade-level-appropriate spelling? • Does the writing sample demonstrate a superior command of grammar and Standard English usage? • Does the writing sample demonstrate a superior command of paragraphing? • Does the writing sample demonstrate a superior command of sentence structure by not using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a good control of language skills?
3	<p>In a Score Point 3 paper, errors are occasional and are often of the first-draft variety; they have a minor impact on the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a good control of capitalization conventions? • Does the writing sample demonstrate a good control of the mechanics of punctuation? • Does the writing sample demonstrate a good control of grade-level-appropriate spelling? • Does the writing sample demonstrate a good control of grammar and Standard English usage? • Does the writing sample demonstrate a good control of paragraphing? • Does the writing sample demonstrate a good control of sentence structure by only occasionally using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a fair control of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may occasionally impede the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a fair control of capitalization conventions? • Does the writing sample demonstrate a fair control of the mechanics of punctuation? • Does the writing sample demonstrate a fair control of grade-level-appropriate spelling? • Does the writing sample demonstrate a fair control of grammar and Standard English usage? • Does the writing sample demonstrate a fair control of paragraphing? • Does the writing sample demonstrate a fair control of sentence structure by frequently using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a minimal or less than minimal control of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous. The reader may need to stop and reread part of the sample and may struggle to discern the writer's meaning.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a minimal control of capitalization conventions? • Does the writing sample demonstrate a minimal control of the mechanics of punctuation? • Does the writing sample demonstrate a minimal control of grade-level-appropriate spelling? • Does the writing sample demonstrate a minimal control of grammar and Standard English usage? • Does the writing sample demonstrate a minimal control of paragraphing? • Does the writing sample demonstrate a minimal control of sentence structure by using many run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

WRITING PROMPT AND STUDENT ANCHOR PAPERS

The following section contains an overview of the spring 2006 writing prompt. This section also includes transcriptions of student anchor papers that received particular scores based on the Writing Applications and Language Conventions rubrics found on pages 10 through 16 of this guide. Each sample paper is accompanied by an explanation of the score points it received.

Please note that in the sample anchor papers included in the scoring guide, actual names of people are often replaced by initials. Similarly, actual places are often replaced by generic designations (e.g., *Anytown* or *Hometown*).

Writing Prompt
WRITING: Applications/English Language Conventions

Pages 18 and 19 provide an overview of the parts of the writing prompt.

Writing Prompt

The prompt describes what ideas students should include in their writing.

A Stamp of Approval?

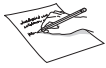
Read the writing prompt below and complete the writing activity.

Almost all ideas for commemorative postage stamps are suggested by the public and then reviewed by a citizens' committee. There are some basic requirements: the subject must be of significance to the United States; no living persons can be depicted; and no subjects can be used that promote the interests of a particular business, organization, or group.

Choose a person, a place, or an occasion that you think deserves to be honored by a commemorative stamp. Write a persuasive essay in which you explain the reasons for your choice, suggest the design of the stamp itself, and describe what it depicts. You want the citizens' committee to approve your suggestion, so be sure to provide specific details to support your choice.

Be sure to include

- a description of a person, a place, or an occasion to be honored with a commemorative stamp
- detailed, persuasive reasons supporting the subject of your choice
- a description of the design of the stamp and what it will depict
- an introduction, a body, and a conclusion to your essay



Use the Pre-Writing/Planning space or additional paper for notes, lists, webs, outlines, or anything else that might help you plan your writing. Then write your essay on the lined pages. Be sure to write neatly. Using the Editing Checklist on page 11, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

Pre-Writing/ Planning

Students can use the Pre-Writing/Planning space to help them focus their thoughts on the requirements of the prompt and to generate ideas to include in their writing. **The writing on the Pre-Writing/Planning pages is not scored.**

Writing Icon

The writing icon, which appears before each writing prompt and extended-response question, alerts the student that the response will be scored for writing. The writing icon boxes on page 4 and again on page 14 of the test book include the criteria by which the writing will be judged.

Editing Checklist

- 1** Check your capitalization and punctuation.
- 2** Spell all words correctly.
- 3** Check for sentence fragments or run-on sentences.
- 4** Keep verb tense consistent.
- 5** Make sure subject and verb agree.
- 6** Use words according to the rules of Standard English.
- 7** Remember to paragraph correctly.

Editing Checklist

The Editing Checklist appears after the final draft and reminds students to review their writing for correct paragraphing, grammar, spelling, punctuation, and capitalization.

Writing Applications

Score Point 6

The following list describes a writing sample (shown on the next page) that earns a **Score Point 6** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task and addresses all specific points of the prompt (i.e., explains why a specific person, place, or occasion deserves to be honored by a commemorative stamp).
- stays completely focused on the task and does not go off on tangents.
- provides in-depth information and strong supporting details that are fully developed (e.g., *A commemorative stamp would remind the people that they are all Americans, all were affected by September 11th, and that they must remain as one to stay strong; The stamp should show the Twin Towers, as they looked at night, to remind viewers of the great deaths*).
- organizes ideas logically and creates a meaningful, cohesive whole; has a strong introduction (e.g., *A stamp with a picture of the Twin Towers would honor those Americans who died in the name of their country, unite Americans in remembrance of their loss, and be a beautiful tribute to America today*) and conclusion (e.g., *A postage stamp as described would fulfill these goals, [no comma] and would commemorate a place, an event, and a people. It would be a daily reminder of America's past, [no comma] and would honor those who stand behind the United States today*).
- has fully developed paragraphs, clear topic sentences, and fluent transitions (e.g., *First, the September 11th tragedy is known across the world for the huge number of deaths incurred; A second important reason for a Twin Towers stamp is to unite the American people behind their name and in remembrance of their communal loss*).
- demonstrates exceptional word usage that is appropriate to the topic (e.g., *The people united as one, comforted the bereaved, and honored those who died*) and uses challenging vocabulary (e.g., *simple portrayal, incurred, communal loss*).
- is fluent and easy to read; the writer uses varied sentence patterns and complex sentence structures (e.g., *Always created with the greatest respect, they have shown in one glimpse what makes America what it is today. Following in this tradition, it is only fitting that a stamp of the past World Trade Center towers, or "Twin Towers," be created*).
- exhibits exceptional writing technique, employing sophisticated language that creates effective imagery (e.g., *However, in order to portray the strength the American people showed, the Towers should be lit up from below, showing their beauty, and the tops of the towers should be just faintly visible. The towers should be a striking silver, reflecting the lights*).
- displays a strong sense of audience and effectively adjusts language and tone to the task and the reader (e.g., *A commemorative stamp would remind the people that they are all Americans, all were affected by September 11th, and that they must remain as one to stay strong*).

NOTE: A Score Point 6 paper is an outstanding performance and therefore is rare. This paper consistently demonstrates the characteristics of good writing as outlined in the rubric.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has correct punctuation.
- has correct spelling.
- has correct grammar and word usage.
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

Essay

Title: A Daily Tribute

American postage stamps have always been known for their simple portrayal of important Americans, memorable events, and historic places. Always created with the greatest respect, they have shown in one glimpse what makes America what it is today. Following in this tradition, it is only fitting that a stamp of the past World Trade Center towers, or "Twin Towers," be created. A stamp with a picture of the Twin Towers would honor those Americans who died in the name of their country, unite Americans in remembrance of their loss, and be a beautiful tribute to America today.

First, the September 11th tragedy is known across the world for the huge number of deaths incurred. Those who died did so only because they were Americans, so it is necessary for the American people to honor them for their sacrifice. A stamp would be used and seen throughout the country, and would be an easy, everyday show of respect.

A second important reason for a Twin Towers stamp is to unite the American people behind their name and in remembrance of their communal loss. All Americans, not just those who died and their family members, were shocked when they heard the news and of the death toll. A commemorative stamp would remind the people that they are all Americans, all were affected by September 11th, and that they must remain as one to stay strong. A stamp would be a continuous visual reminder of this truth.

A third reason for a commemorative stamp is for it to be a tribute to America today. The destruction of the World Trade Center was a great travesty for America, yet America lived through it. The people united as one, comforted the bereaved, and honored those who died. A stamp would be a praise of the strength of the American nation, and a moving tribute to its courage.

In order for this stamp to accomplish these goals, it would have to be respectful, awe-inspiring, and beautiful. The stamp should show the Twin Towers, as they looked at night, to remind viewers of the great deaths. However, in order to portray the strength the American people showed, the Towers should be lit up from below, showing their beauty, and the tops of the towers should be just faintly visible. The towers should be a striking silver, reflecting the lights.

September 11th will always be remembered in the hearts of Americans. A remembrance to those who died in America's name, a tribute to those who worked to help those in need, and a symbol of American unity is only necessary. A postage stamp as described would fulfill these goals, and would commemorate a place, an event, and a people. It would be a daily reminder of America's past, and would honor those who stand behind the United States today.

Writing Applications

Score Point 5

The following list describes a writing sample (shown on the next page) that earns a **Score Point 5** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task and addresses all specific points of the prompt (i.e., explains why a specific person, place, or occasion deserves to be honored by a commemorative stamp). However, the topic and details are not as fully developed as those typically found in a Score Point 6 paper.
- stays focused on the task and does not go off on tangents.
- includes many relevant ideas and supporting details (e.g., *Because of her beliefs, bravery, and persistence [persistence,] she has become a know [known] figure in our nation*).
- is organized logically and cohesively, with a clear introduction (e.g., *However, their [there] is one person who [whom] I've never seen on a stamp that [who] deserves to be on one. That person is Sojourner Truth*) and conclusion (e.g., *In conclusion, I believe a commemorative stamp should be made for Sojourner Truth. She had a personal impact on many, and sent a powerful message about freedom to our nation*).
- has fully developed paragraphs, contains clear topic sentences (e.g., *Sojourner Truth had an impact on the whole nation*), and demonstrates effective transitions between ideas (e.g., *If not that, then a picture of her praying could be shown. A picture of her guiding a family to safety could also be shown if the first two ideas are unacceptable*).
- exhibits more than adequate word usage and demonstrates control of vocabulary (e.g., *On the stamp, their [there] could be a picture of Sojourner, her face tear-stained from weeping caused by the selfishness and unfainess [unfairness] in the world*).
- is easy to read; uses varied sentence patterns and complex sentences (e.g., *From Elvis to Princess Dianna [Diana], several special people have had the honor to be [of being] on a postage stamp, with their face and message travelling across the town, state, country, [and] all over the world*).
- demonstrates good writing technique; uses language that creates effective imagery (e.g., *I believe the best image for the stamp to be a picture of her tear-stained face, crying out against slavery*).
- displays a sense of audience and appropriately adjusts language and tone to the task and the reader (e.g., *Now, especially, we all need peace*).

NOTE: A Score Point 5 paper may have many of the same characteristics of a Score Point 6 paper. The difference is that a Score Point 5 paper is very good, while a Score Point 6 paper is exceptional.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has mostly correct capitalization, with some exceptions (e.g., *American Flag [flag], Flowers [flowers]*).
- has mostly correct punctuation (e.g., *Because of her beliefs, bravery, and persistence [persistence,] she has become a know [known] figure in our nation*).
- has mostly correct spelling, with some exceptions (e.g., *persistence [persistence], unfainess [unfairness]*).
- has mostly correct grammar and word usage (e.g., *their [there], It would also sent [send] her message of freedom very clearly*).
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

Essay

Title: A Truthful Stamp

Postage stamps are a wonderful way to depict pleasant scenes or commemorate someone or something that has impacted the lives of others. Usually people buy the stamps with the American Flag, Flowers, lighthouses, et cetera, until new commemorative stamps become available. From Elvis to Princess Dianna, several special people have had the honor to be on a postage stamp, with their face and message travelling across the town, state, country, all over the world. However, there is one person who I've never seen on a stamp that deserves to be on one. That person is Sojourner Truth.

Sojourner Truth had an impact on the whole nation. She was an African-American woman who was against slavery. She helped guide others to and through the "Underground Railroad," a series of paths and homes to hide in for runaway slaves on their journey to the North. Because of her beliefs, bravery, and persistence she has become a known figure in our nation. Those are some reasons why I believe Sojourner Truth should be depicted on a postage stamp.

On the stamp, there could be a picture of Sojourner, her face tear-stained from weeping caused by the selfishness and unfairness in the world. If not that, then a picture of her praying could be shown. A picture of her guiding a family to safety could also be shown if the first two ideas are unacceptable. There are several images that could be depicted, but I think a picture of her crying would be the most moving. It would also send her message of freedom very clearly.

In conclusion, I believe a commemorative stamp should be made for Sojourner Truth. She had a personal impact on many, and sent a powerful message about freedom to our nation. I believe the best image for the stamp to be a picture of her tear-stained face, crying out against slavery. Her message of freedom could be sent around the world. Now, especially, we all need peace.

Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Writing Applications Rubric.

This sample

- adequately accomplishes the task and addresses all points of the prompt (i.e., explains why a specific person, place, or occasion deserves to be honored by a commemorative stamp).
- stays focused on the task.
- provides some supporting details but does not do so as completely as a Score Point 6 or Score Point 5 paper (e.g., *Abraham Lincoln deserves to be on a stamp because he freed all of the slaves in America and made America a better place to live*).
- progresses in a logical order with the paragraphs indicating an adequate introduction, body, and conclusion; uses some transitions between sentences and paragraphs (e.g., *Then down below; Then the stamp*).
- attempts some sophisticated vocabulary (e.g., *martyr, acknowledge*) and has adequate word usage.
- is easy to read but is not as fluent as a Score Point 6 or Score Point 5 paper. The writer uses varied sentences and some complex sentences (e.g., *Lincoln led our country through war and won, and then he put our country back together again. Some Americans were bitter and mean to him, but he still pulled through and led our country*).
- displays a sense of audience (e.g., *I think the citizens' committee should accept a stamp of Abraham Lincoln because of his great leadership for America*).

NOTE: A Score Point 4 paper represents a solid performance. One factor that differentiates a Score Point 4 paper from Score Point 6 and Score Point 5 papers is the number of ideas and the development of these ideas.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- uses correct capitalization.
- has no spelling errors.
- has mostly correct punctuation (e.g., *Most of all [,] Abraham Lincoln was a martyr, [;] he died serving his country and doing what was right*).
- has mostly correct grammar and word usage (e.g., *America would be able to honor their [its] hero*).
- has adequate paragraphing.
- has one run-on sentence (e.g., *Most of all [,] Abraham Lincoln was a martyr, [;] he died serving his country and doing what was right*) but no sentence fragments.

Essay

Title: A Stamp of Lincoln

I think the citizens' committee should accept a stamp of Abraham Lincoln because of his great leadership for America.

Abraham Lincoln deserves to be on a stamp because he freed all of the slaves in America and made America a better place to live. Lincoln led our country through war and won, and then he put our country back together again. Some Americans were bitter and mean to him, but he still pulled through and led our country. Most of all Abraham Lincoln was a martyr, he died serving his country and doing what was right. Abraham Lincoln was a hero and deserves the right to be on stamp. We can acknowledge and remember him by putting his picture on a stamp.

The stamp should have Abraham Lincoln's picture on it with the United States flag behind him going vertically. Then down below there should be "Honest Abe" printed in a large font. To the left of Abraham's picture should be a picture of the Statue of Liberty, to depict freedom, and to the right should be the word freedom going vertically in a small font. Then the stamp would be complete and people would be able to remember the man who gave America so much.

America would be able to honor their hero and leader if this stamp of Abraham Lincoln was created.

Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., briefly explains why a specific person, place, or occasion deserves to be honored by a commemorative stamp).
- stays focused on the topic.
- contains minimal development (e.g., *He tried to free the slaves and stop all the racial stuff like white and black people having to use two diffrent [different] bathrooms and water fountains*).
- organizes ideas logically but lacks significant development of ideas; uses few transitions (e.g., *I think that if my stamp was made [,] people all over the United States would use it, because Martin Luther King [,] Jr. is very popular and a lot of people are proud of him for what he did, [,] So I think my stamp would be very popular and it would be used a lot*).
- has a brief introduction and conclusion.
- attempts some sentence variety (e.g., *If I was allowed to create a stamp, And [and] it was used for mail [,] I would creat [create] a stamp with Martin Luther king Jr [King, Jr.] on it*).
- displays a sense of audience (e.g., *I think that if my stamp was made [,] people all over the United States would use it*).

NOTE: The word minimal is often associated with a Score Point 3 paper. A Score Point 3 paper, like a Score Point 4 paper, has a list-like quality. However, a Score Point 4 paper provides some details and in-depth information, while a Score Point 3 paper shows minimal development of ideas.

Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has capitalization errors (e.g., *And [and] it was used; Martin Luther king Jr [King, Jr.]*).
- has some punctuation errors (e.g., *If I was allowed to create a stamp, And [and] it was used for mail [,] I would creat [create] a stamp with Martin Luther king Jr [King, Jr.] on it*).
- has spelling errors (e.g., *creat [create], diffrent [different]*).
- has no grammar or word usage errors.
- has adequate paragraphing.
- has one run-on sentence for the concluding paragraph and one sentence fragment (e.g., *To white and black people*).

Essay

Title: The Martin Luther King Jr. Stamp

If I was allowed to create a stamp, And it was used for mail I would creat a stamp with Martin Luther king Jr on it.

It would have him saying his speech in front of the Washington Monument. He was a nice guy. To white and black people. He tried to free the slaves and stop all the racial stuff like white and black people having to use two diffrent bathrooms and water fountains.

I think that if my stamp was made people all over the United States would use it, because Martin Luther King Jr. is very popular and a lot of people are proud of him for what he did, So I think my stamp would be very popular and it would be used a lot.

Writing Applications

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Writing Applications Rubric.

This sample

- less than minimally accomplishes the task (i.e., briefly attempts to explain why a specific person, place, or occasion deserves to be honored by a commemorative stamp).
- exhibits some focus (e.g., *I would choose my mom for a commemorative stamp because she is nice to me* [.] *she* [She] *cares about me and stands by me when I am in trouble*).
- provides few supporting details (e.g., *She is the best mom in the world. and* [And] *she is so cool*).
- lacks development of ideas.
- presents ideas in two paragraphs.
- exhibits minimal word usage and writing technique (e.g., *My mom works at the best resturant* [restaurant] *of sea food*, [seafood;] *she works at (Toms Cafe.)* [Tom's Cafe.]).
- displays little sense of audience (e.g., *I would choose my mom for a commemorative stamp because she is nice to me*).

NOTE: On the positive side, a Score Point 2 paper communicates some ideas. However, the overall lack of writing skills limits the writer's ability to communicate these ideas effectively.

Language Conventions

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has mostly correct capitalization (e.g., *and* [And] *she is so cool*).
- contains errors in punctuation (e.g., *My mom works at the best resturant* [restaurant] *of sea food*, [seafood;] *she works at (Toms Cafe.)* [Tom's Cafe.]).
- has spelling errors (e.g., *resturant* [restaurant], *sea food* [seafood]).
- has grammar and word usage errors (e.g., *That way I choose her as to be a commemorative stamp* [That is why I choose her to be on a commemorative stamp]).
- uses minimal paragraphing.
- has run-on sentences (e.g., *I would choose my mom for a commemorative stamp because she is nice to me* [.] *she* [She] *cares about me and stands by me when I am in trouble; My mom works at the best resturant* [restaurant] *of sea food*, [seafood;] *she works at (Toms Cafe.)* [Tom's Cafe.]) but no sentence fragments.
- has frequent errors in a relatively brief writing sample.

Essay

Title: Commemorative Stamp

I would choose my mom for a commemorative stamp because she is nice to me she cares about me and stands by me when I am in trouble. And she cares when I get hurt or I have a big problem to talk about.

She is the best mom in the world. and she is so cool. My mom works at the best resturant of sea food, she works at (Toms Cafe.) But I love my mom very much. That way I choose her as to be a commemorative stamp.

The End

Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Writing Applications Rubric.

This sample

- does not accomplish the task (i.e., does not explain why a specific person, place, or occasion deserves to be honored by a commemorative stamp).
- has little focus and never truly grasps its direction.
- provides very few relevant ideas and less than minimal development.
- is too brief to establish an order.
- has little control of vocabulary and exhibits minimal word usage (e.g., *becase it is so beutifull ther* [because it is so beautiful there]).
- demonstrates less than minimal writing technique.

NOTE: Although Score Point 1 is the lowest score point, the paper attempts some meaning. At this level, problems in sentence structure may limit the writer's ability to communicate ideas.

Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has numerous capitalization and punctuation errors (e.g., *i lov the lak* [I love the lake.]).
- contains spelling errors of basic words (e.g., *becase* [because], *beutifull* [beautiful], *ther* [there], *lov* [love], *lak* [lake]).
- consists of one run-on sentence.
- has many errors in a very brief sample of writing.

Essay

Title: _____ The lake

_____ a stamp of when i was at lake becace it is so beutifull ther i lov the lak

INTRODUCTION TO READING/WRITING TASKS

The second component of the applied skills section of *ISTEP+* at Grades 4 through 10 and in the GQE Retest is a reading/writing task. The reading/writing task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading/writing task consists of one or two passages of text, multiple-choice questions, open-ended questions, and one extended-response question. Because this is a reading comprehension test, all the information students need in order to answer the questions correctly is in the text. All responses should be based on information from the text.

Rubrics are used to score the open-ended applied skills questions. **The rubrics describe the levels of performance and ensure that the responses are scored fairly and objectively.** There are three kinds of rubrics used to score the reading/writing tasks.

- **Reading Comprehension**

Reading Comprehension Rubrics are used to score the open-ended questions and extended-response question. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point. **If a student gives a response that is not listed as an exemplar, but the answer is supported by the text, the student receives credit for the response.**

- **Writing Applications**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Writing Applications. The Extended Response Writing Applications Rubric is based on the Writing Applications Rubric used to score the writing prompt. It assesses how well the students organize and communicate their thoughts in writing. Students may receive a maximum of four points. **The Writing Applications scores for the writing prompt and the extended-response question are added together for a final combined Writing Applications score.**

- **Language Conventions**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Language Conventions. The Language Conventions Rubric assesses how well the students use language conventions such as paragraphing, grammar, word usage, and spelling. Students may receive a maximum of four points. **The Language Conventions scores for the writing prompt and the extended-response question, along with the score for the questions in the Multiple-Choice Assessment, are added together for a final combined Language Conventions score.**

INTRODUCTION TO READING/WRITING TASKS (cont.)

The following pages show the multiple-choice questions, the open-ended questions, and the extended-response question. For the multiple-choice questions, the correct response is indicated. Sample responses, exemplars, and rubrics accompany each open-ended question. The Reading Comprehension exemplars provided for all questions are not necessarily the only correct responses possible. In many cases, other relevant responses may be accepted. Each sample response is accompanied by an explanation of the score point it received. The open-ended questions are scored only for Reading Comprehension; however, the extended-response question is scored for Writing Applications and Language Conventions in addition to Reading Comprehension.

All questions used in the reading/writing task are based on the skills outlined in the Indiana Academic Standards through Grade 9 on page 7 of this guide. Teachers are encouraged to discuss both the Indiana Academic Standards and the examples given in this guide with students and parents. Teachers may also use these examples and similar questions to teach students strategies that will help them become more efficient readers, locate information in a text, and support an opinion with information from the text.

Test 2: English/Language Arts

For Test 2, you will read an essay, a poem, and a magazine article. You will answer questions based on each passage. Then you will write an essay on a related topic.

Have you ever wondered what makes an author want to write or how an author decides to write about a certain subject? Pat Mora answers these questions in her essay and reflects her love of words in her poem.

Now read the essay “Why I Am a Writer” and the poem “Ode to Pizza” and do Numbers 1 through 6. You may look back at the essay and poem as often as you like.

Pre-Reading

The reading passages are preceded by an introduction that helps the student focus on the upcoming task.

Following the introduction, the student reads “Why I Am a Writer” and “Ode to Pizza.” A copy of these passages accompanies the student’s imaged responses to the Applied Skills Assessment.

Test 2—Question 1 READING: Literary Response and Analysis

- 1** According to “Why I Am a Writer,” Pat Mora would MOST LIKELY agree that she is interested in cross-cultural studies because of her
- ☐ Texas childhood
 - ☒ Hispanic heritage
 - ☐ love for Italian food
 - ☐ pride in American ideals

Test 2—Question 2 READING: Literary Response and Analysis

- 2** In “Why I Am a Writer,” Pat Mora talks about writing as a kind of
- ☐ sadness
 - ☐ loneliness
 - ☐ instruction
 - ☒ exploration

Test 2—Question 3
READING: Literary Response and Analysis

3 List THREE words or phrases from the poem that are used to give human qualities to pizza.

1) _____

2) _____

3) _____

Exemplars:

- gossip
- stretches at the aromatic massage
- dozing
- dreams
- humming
- naps
- shrugging
- rattles in many tongues
- international traveler
- cruising the seas
- wrapping
- rumors
- riding
- other relevant text-based response

Rubric:

- | | |
|-----------------|----------------------------------|
| 2 points | versions of THREE exemplars |
| 1 point | versions of ONE or TWO exemplars |
| 0 points | other |

SCORE POINT 2

- 3** List THREE words or phrases from the poem that are used to give human qualities to pizza.

1) dreams in layers

2) dough that naps

3) international traveler

Test 2—Question 3 Score Point 2

The response includes versions of the fourth exemplar, the sixth exemplar, and the ninth exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 1

- 3** List THREE words or phrases from the poem that are used to give human qualities to pizza.

1) Wrapping around us and our gold floating globe.

2) Round appetite

3) Aromatic Massage

Test 2—Question 3 Score Point 1

The response includes versions of the eleventh exemplar and the second exemplar. However, the response “Round appetite” is not a relevant text-based response. Therefore, the total response receives a Score Point 1.

SCORE POINT 0

- 3** List THREE words or phrases from the poem that are used to give human qualities to pizza.

1) tomatoes

2) dough

3) cheese

Test 2—Question 3 Score Point 0

The response does not include versions of any of the exemplars. Therefore, the total response receives a Score Point 0.

NOTE: The responses to Numbers 3, 5, 8, and 11 do not have to be written in complete sentences to receive credit. Errors in spelling, punctuation, and grammar are also not considered when scoring these responses.

Test 2—Question 4
READING: Literary Response and Analysis

- 4** Read the first two lines of the poem.

**Yeast pillow
sailing**

What does this image refer to?

- ☐ the way pizza puffs up as it bakes
- ☐ the delicious toppings used on pizza
- ☒ the way pizza makers toss the dough
- ☐ the pungent smell of raw pizza dough

Test 2—Question 5
READING: Literary Response and Analysis

- 5** Give TWO examples from the poem that show that pizza is popular all over the world.

- 1) _____
- 2) _____

Exemplars:

- "tattles / in many tongues,"
- "international traveler"
- "cruising the seas,"
- "cheese, *queso, fromage, kaas . . . formaggio*"
(or a summary, e.g., The poem gives the word for cheese in several languages.)
- "from country / to country,"
- "our gold floating globe."
- other relevant text-based example

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | versions of TWO exemplars |
| 1 point | version of ONE exemplar |
| 0 points | other |

SCORE POINT 2

5 Give TWO examples from the poem that show that pizza is popular all over the world.

1) different Languages For cheese

2) international traveler

Test 2—Question 5 Score Point 2

The response includes versions of the fourth and second exemplars. The total response receives full credit for a Score Point 2.

SCORE POINT 1

5 Give TWO examples from the poem that show that pizza is popular all over the world.

1) oregano air

2) international traveler

Test 2—Question 5 Score Point 1

The first part of the response is incorrect, while the second part of the response is a version of the second exemplar. Therefore, this response receives a Score Point 1.

SCORE POINT 0

5 Give TWO examples from the poem that show that pizza is popular all over the world.

1) It's good

2) And it's tastie.

Test 2—Question 5 Score Point 0

The response does not address any of the exemplars. Therefore, this response receives a Score Point 0.

Test 2—Question 6
READING: Comprehension

- 6** Which of these four sections of a poetry Web site would be MOST helpful to a student writing a report on modern poets?
- ☐ History of Poetry
 - ☒ Evolution of 21st Century Poetry
 - ☐ Poetry and History in the Americas
 - ☐ Famous Poets of the United States

Test 2—Question 7
READING: Comprehension

- 7** Which of these BEST summarizes the article?
- ☐ An appreciative crowd enjoys a display of superb horsemanship.
 - ☒ A horse trainer uses tender understanding to achieve remarkable results.
 - ☐ A terrified horse gradually learns it has nothing to fear from its owner.
 - ☐ An author endures harsh conditions to learn about horses from an expert.

Test 2—Question 8
READING: Literary Response and Analysis

- 8** In the article, the author writes that Richardson “tells us the story of his life’s journey” and summarizes the events.

How has Richardson responded to obstacles he has faced in his life?

What do Richardson’s actions reveal about his character?

Exemplars:

How

- Richardson has faced his challenges head-on/turned setbacks into success/taken a positive approach.
- When he couldn’t ride anymore, he raced wheelchairs.
- Even though he must work from a wheelchair, he works with “his first love, horses.”
- other relevant text-based response

What

- Richardson does not quit./He has a very positive attitude.
- Richardson seems determined.
- Richardson seems courageous.
- Richardson seems calm/patient/gentle/caring.
- He seems hardworking.
- other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------------------|
| 2 point | version of ONE exemplar for each part |
| 1 point | version of ONE exemplar only |
| 0 points | other |

Test 2—Question 8 Score Point 2

The first part of the response includes a version of the third “How” exemplar. The second part of the response includes versions of the second and third “What” exemplars. The total response receives full credit for a Score Point 2.

SCORE POINT 2

- 8** In the article, the author writes that Richardson “tells us the story of his life’s journey” and summarizes the events.

How has Richardson responded to obstacles he has faced in his life?

Richardson continued to be around what he loves, horses. Even
though Richardson became paralyzed, he still does what he loves.

What do Richardson’s actions reveal about his character?

Richardson's actions reveal that he is a determined,
courageous and ambitious person.

Test 2—Question 8 Score Point 1

The first part of the response does not correctly address how Richardson responded to obstacles in his life. The second part of the response includes a version of the fourth “What” exemplar. Therefore, this response receives a Score Point 1.

SCORE POINT 1

- 8** In the article, the author writes that Richardson “tells us the story of his life’s journey” and summarizes the events.

How has Richardson responded to obstacles he has faced in his life?

clearly and concisely

What do Richardson’s actions reveal about his character?

That he is a very kind and gentle man,
who loves horse's

SCORE POINT 0

- 8** In the article, the author writes that Richardson “tells us the story of his life’s journey” and summarizes the events.

How has Richardson responded to obstacles he has faced in his life?

He does really good

What do Richardson’s actions reveal about his character?

He has a good personality

**Test 2—Question 8
Score Point 0**

The response for both parts is too general. Therefore, this response receives a Score Point 0.

Test 2—Question 9
READING: Literary Response and Analysis

- 9** According to the article, which of these BEST presents a central theme of Michael Richardson's life?
- ☐ To learn new methods, one must keep an open mind.
 - ☒ A positive attitude can turn an obstacle into an asset.
 - ☐ A serious accident can ruin a person's professional life.
 - ☐ To appreciate another's interests, one needs to pay attention.

Test 2—Question 10
READING: Word Recognition, Fluency, and Vocabulary Development

- 10** The first letter of the Greek alphabet is "alpha." When Richardson says that Tucker is "looking for the alpha horse," he means Tucker
- ☒ wants to be led
 - ☐ likes to run hard
 - ☐ likes being trained
 - ☐ wants the trainer to feed him

Test 2—Question 11
READING: Comprehension

11 Read this sentence from the article.

His callused hands are raw from pushing his chair, but his dedication and intensity never waver.

This sentence contains statements of both a FACT and an OPINION.

On the line below, write the part of the sentence that states a FACT.

Explain why it is a FACT.

On the line below, write the part of the sentence that states an OPINION.

Explain why it is an OPINION.

Exemplars:

Fact

- “His calloused hands are raw from pushing his chair.” This is true; the author is describing an obvious physical reality.
- other relevant text-based fact and accompanying explanation

Opinion

- “His dedication and intensity never waver.” The author may feel this to be true about Richardson, but he cannot know for sure.
- other relevant text-based opinion and accompanying explanation

Rubric:

- | | |
|-----------------|--|
| 2 points | versions of TWO exemplars, one fact and one opinion, including a valid explanation for each |
| 1 point | version of ONE fact or opinion exemplar (with accompanying explanation) OR provides ONE example of fact and ONE example of opinion with no explanation |
| 0 points | other |

Test 2—Question 11
Score Point 2

The response includes a version of the first exemplar for FACT and a version of the first exemplar for OPINION, including a valid explanation for both. The total response receives full credit for a Score Point 2.

SCORE POINT 2

- 11** Read this sentence from the article.

His callused hands are raw from pushing his chair, but his dedication and intensity never waver.

This sentence contains statements of both a FACT and an OPINION.

On the line below, write the part of the sentence that states a FACT.

His callused hands are raw from pushing his chair.

Explain why it is a FACT.

Because you can prove his hands are callused by looking at them.

On the line below, write the part of the sentence that states an OPINION.

But his dedication and intensity never waver

Explain why it is an OPINION.

Because I or someone else could think differently.

SCORE POINT 1

11 Read this sentence from the article.

His callused hands are raw from pushing his chair, but his dedication and intensity never waver.

This sentence contains statements of both a FACT and an OPINION.

On the line below, write the part of the sentence that states a FACT.

His callused hands are raw from pushing his chair

Explain why it is a FACT.

Cause it says that his hands are raw.

On the line below, write the part of the sentence that states an OPINION.

dedication & intensity never waver

Explain why it is an OPINION.

Cause it don't mean it does

Test 2—Question 11 Score Point 1

The response includes a version of the first exemplar for FACT and a version of the first exemplar for OPINION. However, neither explanation is correct. Therefore, this response receives a Score Point 1.

Test 2—Question 11
Score Point 0

The response does not correctly identify which part of the sentence is a fact and which part is an opinion. Both explanations are incorrect. Therefore, this response receives a Score Point 0.

SCORE POINT 0

11

Read this sentence from the article.

His callused hands are raw from pushing his chair, but his dedication and intensity never waver.

This sentence contains statements of both a FACT and an OPINION.

On the line below, write the part of the sentence that states a FACT.

but his dedication and intensity never waver.

Explain why it is a FACT.

Richard is hard worker and very eger to get something Right.

On the line below, write the part of the sentence that states an OPINION.

His hands are Raw from pushing his chair

Explain why it is an OPINION.

It was never stated in the book, You'd have to hear or see him to know.

Test 2—Question 12

READING: Word Recognition, Fluency, and Vocabulary Development

12 Read this sentence from the article.

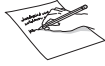
After about an hour and a half, Tucker sees the light.

The phrase “sees the light” means that Tucker

- ☐ has had his blinders removed
- ☐ begins to respond fearfully
- ☐ is afraid of the training whip
- ☒ feels a connection with his trainer

Test 2—Question 13
READING: Comprehension
WRITING: Applications/English Language Conventions

13



Who benefits the most from Richardson’s training sessions? Write a persuasive essay in which you explain whether the horse, Michael Richardson, or the spectators benefit the MOST, or if all three parties benefit EQUALLY. **Be sure to provide at least TWO details from the article that support your position.**

You may use the space below to plan your writing. Using the Editing Checklist on page 29, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English. **Remember, your essay should be well organized and have an introduction, a body, and a conclusion.**

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Extended Response Writing Applications Overview Grades 6–12

Score	Does the writing sample
4	<ul style="list-style-type: none"> • fully accomplish the task? • include many relevant ideas? • organize ideas logically? • exhibit very good word usage? • demonstrate very good writing technique? • demonstrate effective adjustment of language and tone to task and reader?
Score	Does the writing sample
3	<ul style="list-style-type: none"> • accomplish the task? • include relevant ideas? • organize ideas logically? • exhibit good word usage? • demonstrate good writing technique? • demonstrate an attempt to adjust language and tone to task and reader?
Score	Does the writing sample
2	<ul style="list-style-type: none"> • minimally accomplish the task? • include some relevant ideas? • exhibit an attempt to organize ideas logically? • exhibit ordinary word usage? • demonstrate adequate writing technique? • demonstrate an attempt to adjust language and tone to task and reader?
Score	Does the writing sample
1	<ul style="list-style-type: none"> • only partially accomplish or fail to accomplish the task? • include few relevant ideas? • exhibit a minimal attempt to organize ideas logically? • exhibit minimal word usage? • demonstrate minimal or less than minimal writing technique? • demonstrate language and tone that may be inappropriate to task and reader?

NOTE: This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended Response Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 4
A Score Point 4 paper represents a solid performance. It fully accomplishes the task.
Ideas and Content
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide ample information and more than adequate supporting details that are developed? • explore many facets of the topic?
Organization
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)
Style
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?
Voice
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 3

A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Ideas and Content

Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

Does the writing sample include relevant ideas? Does it

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

Style

Does the writing sample exhibit good word usage? Does it

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

Does the writing sample demonstrate good writing technique?

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 2
<p>A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>
<p>Ideas and Content</p> <p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic?
<p>Organization</p> <p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)
<p>Style</p> <p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate adequate writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable?
<p>Voice</p> <p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 1

A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing sample only partially accomplish or fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)?

- Writing may attempt a main idea, or the main idea may be difficult to discern.
- Does the writing sometimes lose focus or ineffectively establish focus?

Does the writing sample include few relevant ideas?

- Does the writing sample include little information and few or no details?
- Writing may explore only one or two facets of the topic.

Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing, unclear, or difficult to discern.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Words may be used incorrectly.)
- demonstrate minimal or less than minimal control of vocabulary?

Does the writing sample demonstrate minimal or less than minimal writing technique?

- Does the writing exhibit some or little fluency?
- Does it rely mostly on simple sentences or demonstrate problems with sentence patterns?
- Is it often repetitive, predictable, or dull?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Language Conventions Rubric Grades 9–12

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a superior command of language skills?
4	<p>A Score Point 4 paper exhibits a superior command of written English language conventions. The paper provides evidence that the student has a thorough control of the concepts outlined in the Indiana Academic Standards associated with the student's grade level. In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are generally of the first-draft variety or occur when the student attempts sophisticated sentence construction.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a superior command of capitalization conventions? • Does the writing sample demonstrate a superior command of the mechanics of punctuation? • Does the writing sample demonstrate a superior command of grade-level-appropriate spelling? • Does the writing sample demonstrate a superior command of grammar and Standard English usage? • Does the writing sample demonstrate a superior command of paragraphing? • Does the writing sample demonstrate a superior command of sentence structure by not using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a good control of language skills?
3	<p>In a Score Point 3 paper, errors are occasional and are often of the first-draft variety; they have a minor impact on the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a good control of capitalization conventions? • Does the writing sample demonstrate a good control of the mechanics of punctuation? • Does the writing sample demonstrate a good control of grade-level-appropriate spelling? • Does the writing sample demonstrate a good control of grammar and Standard English usage? • Does the writing sample demonstrate a good control of paragraphing? • Does the writing sample demonstrate a good control of sentence structure by only occasionally using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a fair control of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may occasionally impede the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a fair control of capitalization conventions? • Does the writing sample demonstrate a fair control of the mechanics of punctuation? • Does the writing sample demonstrate a fair control of grade-level-appropriate spelling? • Does the writing sample demonstrate a fair control of grammar and Standard English usage? • Does the writing sample demonstrate a fair control of paragraphing? • Does the writing sample demonstrate a fair control of sentence structure by frequently using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a minimal or less than minimal control of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous. The reader may need to stop and reread part of the sample and may struggle to discern the writer's meaning.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a minimal control of capitalization conventions? • Does the writing sample demonstrate a minimal control of the mechanics of punctuation? • Does the writing sample demonstrate a minimal control of grade-level-appropriate spelling? • Does the writing sample demonstrate a minimal control of grammar and Standard English usage? • Does the writing sample demonstrate a minimal control of paragraphing? • Does the writing sample demonstrate a minimal control of sentence structure by using many run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

Reading Comprehension Rubric

SCORED FOR READING	
Reading Comprehension Exemplars:	
<p>Richardson, because he</p> <ul style="list-style-type: none"> • can still work with horses despite his handicap. • loves his job, so it really isn't "work." • makes a positive difference in lives of horses and owners. • makes a connection with the horse. • other relevant text-based response <p>The horse/Tucker, because it</p> <ul style="list-style-type: none"> • feels less anxiety/pressure/fear. • learns to trust/make connections. • receives no physical punishment. • gains understanding/"sees the light"/becomes less confused. • other relevant text-based response <p>Spectators/Owners, because they</p> <ul style="list-style-type: none"> • are amazed/satisfied to discover solutions for their problem animals. • gain personal satisfaction from learning new training techniques. • discover that they can make a positive difference, too. • are inspired by Michael Richardson and the difficulties he has overcome. • are reintroduced to their own horses. • other relevant text-based response 	
Reading Comprehension Rubric:	
Score	
2	response takes a position and includes versions of TWO exemplars to support that position
Score	
1	response takes a position and includes versions of ONE exemplar to support that position
Score	
0	other

Extended Response Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- fully accomplishes the task and provides a thorough, developed response (i.e., fully supports the opinion that the horse benefits the most).
- presents a variety of detailed and specific information (e.g., *I mean Richardson did get the horse to walk directly into the center of the pen and offer his head. If that isn't teaching a stubborn horse something, than [then] I don't know what is*).
- organizes ideas logically, with a clear introduction, body, and conclusion; uses transitions effectively (e.g., *I think that the horse benefits the most from the sessions with Richardson; Like Richardson said; That is why I think that the horse benifits [benefits] the most out of this*).
- demonstrates a good command of word usage and vocabulary (e.g., *I also think that it loses some of its stubborn attitude, as well as make [makes] a connection with humanity; I think that in the sessions with Richardson [,] the horse also learns to trust people a little better*).
- is fluent and easy to read; uses varied sentence structures and complex sentences (e.g., *If that isn't teaching a stubborn horse something, than [then] I don't know what is; Like I said, I think that the horse learns what people want*).
- establishes a sense of audience (e.g., *If that isn't teaching a stubborn horse something, than [then] I don't know what is; I also think that Richardson teaches the horse to trust people and make connections*).

Extended Response Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has mostly correct punctuation (e.g., *I think that in the sessions with Richardson [,] the horse also learns to trust people a little better*).
- has some spelling errors (e.g., *alot [a lot], benifits [benefits]*).
- has mostly correct grammar and word usage, with some exceptions (e.g., *make [makes], than [then]*).
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

Essay

I think that the horse benefits the most from the sessions with Richardson. I think that the horse learns alot. I think that it learns to trust people a little better. I also think that it loses some of its stubborn attitude, as well as make a connection with humanity!

Like Richardson said "The good part is that once they learn what we want, they will remember it." Which means once that the horse learns to understand its owners it will gain more respect for them. Richardson is the one who teaches the horse that.

I think that in the sessions with Richardson the horse also learns to trust people a little better. I mean Richardson did get the horse to walk directly into the center of the pen and offer his head. If that isn't teaching a stubborn horse something, than I don't know what is.

That is why I think that the horse benifits the most out of this. Like I said, I think that the horse learns what people want. I also think that Richardson teaches the horse to trust people and make connections. To me that would benifit the horse tremendously.

Reading Comprehension
Score Point 1

The response (shown above) includes a version of the second "The horse/Tucker" exemplar (e.g., *I think that in the sessions with Richardson [,] the horse also learns to trust people a little better*) but does not provide a second detail from the article. Therefore, this response receives a Score Point 1.

Extended Response Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- accomplishes the writing task by addressing most of the specific points of the prompt (i.e., supports the opinion that all three benefit equally).
- includes supporting details from the article (e.g., *Take the spectators, [;] they watch Micheal [Michael] be kind and gentle with the horses; Micheal [Michael] benefits from this because he has successfully trained (connected) with another horse*).
- is organized logically, with a clear introduction and body, but no clear conclusion; uses transitions between paragraphs (e.g., *Now, for instants [instance]; Last but not least*).
- exhibits an adequate control of vocabulary and word usage (e.g., *They benefit because maybe someone wants to be a horse trainer; That's another success story for him*).
- is easy to read; uses some varied sentence structures and complex sentences (e.g., *Micheal [Michael] benefits from this because he has successfully trained (connected) with another horse; If he happens to do something wrong, he knows not to do what he did anymore*).
- has some sense of audience (e.g., *Now, for instants [instance], take the horse*).

Extended Response Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has some punctuation errors (e.g., *The horse [horses] will now respect their owners, do what they say so, [no comma] the trainers won't have to whip them anymore*).
- has some spelling errors (e.g., *Micheal [Michael], instants [instance]*).
- has correct grammar and word usage with one exception (e.g., *The horse [horses] will now respect their owners*).
- uses paragraphs correctly.
- has one run-on sentence (e.g., *Take the spectators, [;] they watch Micheal [Michael] be kind and gentle with the horses*) and one sentence fragment (e.g., *Last but not least Micheal [Michael] Richardson*).

Essay

In Micheal Richardson, Horse Whispers, everyone benefits equally. Take the spectators, they watch Micheal be kind and gentle with the horses. They benefit because maybe someone wants to be a horse trainer! Now they have some pointers on how to treat a horse.

Now, for instants, take the horse. The horse will now respect their owners, do what they say so, the trainers won't have to whip them anymore.

Last but not least Micheal Richardson. Micheal benefits from this because he has successfully trained (connected) with another horse. That's another success story for him. He knows he can do it, and every time he does he gets prouder. If he happens to do something wrong, he knows not to do what he did anymore.

Reading Comprehension

Score Point 2

The response (shown above) includes versions of the second "Spectators/Owners" exemplar (e.g., *Now they have some pointers on how to treat a horse*), the third "The horse/Tucker" exemplar (e.g., *the trainers won't have to whip them anymore*), and a relevant text-based response for "Richardson" (e.g., *he has successfully trained (connected) with another horse*). The response provides at least two details from the article to explain why everyone benefits from Richardson's training sessions equally. Therefore, this response receives a Score Point 2.

NOTE: While this response includes versions of several exemplars, versions of only two exemplars are required to earn a Score Point 2 for reading comprehension.

Extended Response Writing Applications

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- partially addresses the task (i.e., attempts to support the opinion that Richardson benefits the most, but lacks development of ideas).
- provides minimal detail in support of the position (e.g., *Richard* [Richardson] *could of* [have] *given up* [,] *but he kept pushing on*).
- makes an attempt to organize ideas.
- exhibits minimal word usage and writing technique (e.g., *He became Paralyzed* [paralyzed] *and theres* [there are] *really No* [no] *Paralyzed* [paralyzed] *trainers*).
- attempts some sense of audience (e.g., *I Think* [think] *Richard* [Richardson] *benefits the most*).

Extended Response Language Conventions

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has incorrect capitalization (e.g., *Think* [think], *Paralized* [paralyzed], *No* [no], *Benefit* [benefit]).
- has mostly correct punctuation (e.g., *Richard* [Richardson] *could of* [have] *given up* [,] *but he kept pushing on*).
- has spelling errors (e.g., *Becase* [Because], *Paralized* [paralyzed]).
- has grammar and word usage errors (e.g., *theres* [there are], *could of* [have]).
- demonstrates minimal paragraphing.
- has no run-on sentences but has one sentence fragment (e.g., *Becase* [Because] *after the car accident*).

NOTE: In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.

Essay

I Think Richard benefits the most. Becase after the car accident. He became
Paralized and theres really No Paralized trainers. Richard could of given up but he kept
pushing on.

So you would have to give Richard the Benefit of doubt.

Reading Comprehension

Score Point 1

The response (shown above) includes a version of the first “Richardson” exemplar (e.g., *Richard [Richardson] could of [have] given up [,] but he kept pushing on*) but does not provide a second detail from the article. Therefore, this response receives a Score Point 1.

Extended Response Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- less than minimally accomplishes the writing task (i.e., does not take a position and provides little information from the article).
- is too brief to establish a focus or provide significant information.
- attempts a basic idea but does not develop it with supporting details (e.g., *I Thing The storey is Kind of Sad* [I think the story is kind of sad]).
- is too brief to provide evidence of organization.
- demonstrates less than minimal writing technique.
- attempts some sense of audience (e.g., *I Thing The storey is Kind of Sad* [I think the story is kind of sad]).

Extended Response Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has capitalization errors (e.g., *Thing* [thing], *Kind* [kind], *Sad* [sad]).
- uses no punctuation.
- has several spelling errors (e.g., *storey* [story], *Pitchers* [pictures], *pour* [poor], *a bell* [able], *a gen* [again]).
- has no grammar or word usage errors.
- consists of one run-on sentence.
- has many errors in a very brief sample of writing.

NOTE: In a Score Point 1 paper, errors are serious and numerous; they can cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety.

Essay

I Thing The storey is Kind of Sad but it was exciting To See all The could Be
Pitchers in The storey and The Pour man was crouplex form The nose Down and was
not a bell To walk a gen

Reading Comprehension

Score Point 0

The response (shown above) does not provide any details from the article; therefore, this response receives a Score Point 0.

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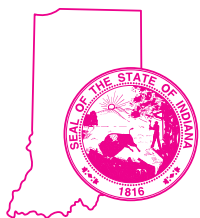
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